

## Lesson Overview: Grade 7 Tailgating project (RTA)

This project should be completed within 16 hours. Below you will find a guide for the lessons. It is expected that students will work on their projects at home as well.

This project has been designed so students gain familiarity with MYP projects and the design cycle in general. Please be aware that the Plan stage: *Criterion C: Plan* has not been followed in this project.

### Criterion A: Investigation Section (6 marks)

<b>Lesson 1 - INVESTIGATION</b>  Introduction to MYP Introduction to Project Initial Research	<ul style="list-style-type: none"> <li>Students gather information from the Internet to answer the following questions:             <ul style="list-style-type: none"> <li>What is tailgating?</li> <li>Who are the RTA?</li> </ul> </li> <li>Teacher to show some example presentations.</li> </ul>
<b>Lesson 2 – INVESTIGATION</b>  Research tailgating	<ul style="list-style-type: none"> <li>Students gather different types of information they will need in their presentations and save them to a word document.</li> <li>Students include website addresses.</li> </ul>
<b>Lesson 3 – INVESTIGATION</b>  Describe the Problem	<p>Students have to write one paragraph stating the problem which is: RTA would like to highlight the risks of tailgating and raise awareness of this dangerous practice. They would like students to create a presentation containing various information (to be detailed later) and present it to at least six people to help raise the awareness of tailgating.</p> <ul style="list-style-type: none"> <li>Why is this issue important and how is it relevant?</li> </ul>
<b>Lesson 4 – INVESTIGATION</b>  Design specifications	<p>Students need to list some design specifications that the teacher gives and some of their own.</p> <ol style="list-style-type: none"> <li>The presentation must be between 6 – 10 slides.</li> <li>You must have one slide that tells us about the people you are going to tell the story to.</li> <li>You must insert a relevant video or hyperlink to a video.</li> <li>Create a slide that explains what tailgating is.</li> <li>Create a menu slide</li> <li>Create a slide about you, your school and the traffic around your school.</li> <li>Create a slide that tells a short story about tailgating or traffic.</li> <li>Create a quiz about tailgating and the short traffic story.</li> <li>You must insert relevant text and images.</li> </ol>

<b>Lesson 5 - INVESTIGATION</b>  Describe a test	Students must create a test which includes their design specifications. They must use this at the end to ensure their product fulfills all of the requirements.
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## Criterion B: Design Section (6 marks)

<b>Lesson 6 - DESIGN</b>  Design (1)	<ol style="list-style-type: none"> <li>1. Students must start designing their slides and justify them against the design specifications.</li> <li>2. Students must create at least three designs for each slide and fully evaluate them against the design specifications.</li> <li>3. In this lesson they must create one design for each slide.</li> </ol>
<b>Lesson 7 – DESIGN</b>  Design (2)	<ol style="list-style-type: none"> <li>1. In this lesson students must create a second design for all of their slides.</li> <li>2. They must remember to talk about the kind of images they will use, the font size, colour etc.</li> <li>3. Students must evaluate the design against the design specifications.</li> </ol>
<b>Lesson 8 – DESIGN</b>  Design (3)	Students will need to create the third design for all of their slides.
<b>Lesson 9 - DESIGN</b>  Chose a design	Students must choose a design they like the best. Make sure it follows all of the requirements and explain why they like this design the best.

## Criterion D: Create Section (6 marks)

I believe that students will need at least three lessons to complete the product but you can amend this as you wish.

<b>Lesson 10 - CREATE</b>	Students can start creating their product now. They must make sure they follow their design as best they can and keep a note of any changes they make.
<b>Lesson 11 – CREATE</b>	<ul style="list-style-type: none"> <li>• Students creating their product.</li> <li>• Teacher to show students skills in PowerPoint (i.e. custom animation)</li> </ul>

<b>Lesson 12 – CREATE</b>	<ul style="list-style-type: none"> <li>Students creating their product.</li> <li>Teacher to show students skills in PowerPoint (i.e. how to insert a video)</li> </ul>
<b>Lesson 13 – CREATE</b>	<ul style="list-style-type: none"> <li>Students creating their product.</li> </ul> <p>Teacher to show students skills in PowerPoint (i.e how to edit images)</p>

## Criterion E: Evaluate Section (6 marks)

<b>Lesson 14 - EVALUATE</b>  Feedback & Improvements	<ul style="list-style-type: none"> <li>Students need to get feedback from three students.</li> <li>Students must improve their product based on this feedback.</li> <li>Students need to write what improvements they made.</li> </ul>
<b>Lesson 15 – EVALUATE</b>  Evaluate product	Students need to write a paragraph evaluating the product and testing it against the design specifications. They will need to include the views of the intended user and explain how this product impacts on society or the environment.
<b>Lesson 16 – EVALUATE</b>  Evaluate performance	Students need to write a paragraph about their performance and how they felt they worked through the Design Cycle mentioning all of the stages. They will need to suggest ways their performance could be improved.

## Criterion F: Attitudes in Technology (6 marks)

This criterion refers to students' attitudes when working with technology and can be completed by the teacher. It focuses on an overall assessment of two aspects:

- Personal engagement (motivation, independence, general positive attitude)
- Attitudes towards safety, cooperation and respect for others.